

Institutional Issues

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Section Editor

The process of institutionalizing service-learning and community engagement and the effects of these approaches on educational organizations has long been a topic in the field's literature. Previous research has demonstrated a need to understand the ways in which institutions engage with issues affecting all aspects of service-learning and community engagement, including interactions with faculty, students, community partners, and institutional and organizational leadership and decision-making. Trends in the field of service-learning and community engagement also call on practitioners to focus on the social, political, economic, and cultural factors that underlie institutional processes.

Although no articles will be published in this section of the 2015 issue of *IJRSLCE*, the editors welcome submissions for future issues that discuss service-learning and community engagement as forces of educational reform and transformation across the educational spectrum. The editors seek articles that take a rigorous analytic approach to examining institutional histories, policies, emergent structures, and practices associated with the institutionalization of service-learning and community engagement in primary, secondary, and higher education, as well as in community-based organizations. Articles can also contribute to readers' understanding of the role of service-learning and community engagement in institutional assessment, prerequisites for successful institutionalization, and obstacles to implementation.